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# BOOK REVIEWS

*Plant and Animal Children, and How They Grow.* By Ellen Torelle. Boston: D. C. Heath & Co., 1913. Pp. 230, 325 figures. $0.50.

The preface states that this book is written especially for the pupils of the elementary school. "It aims to make clear the ideas of evolution, heredity, variation, effect of environment, and the evolution of sex, without once mentioning these names." Most biologists would gasp at the idea of presenting these subjects in so brief a compass, and give a second gasp at the mention of making them clear to children. However, "the author has demonstrated in practical work in the schools . . . . that children are also able to comprehend the subject-matter when this is expressed in language suitable to their comprehension." The book is a simple and lucid account of an evolutionary series of plants and animals. The forms studied, however, are not sufficiently numerous to make the steps of evolution appear plausible. To jump, for instance, from "Hydra and its children" to the worm family, dealing primarily with the earth-worm, would be an impossible step for an adult, much less a child, trying to comprehend the evolution process. The reviewer fails to see wherein the laws of heredity are presented, and certainly the evolution of sex would not be understood by an adult who reads the book without previous biological knowledge.

The book is a good presentation of some facts and principles of growth. Reproductive processes are stressed out of due proportion, it seems, though it must be borne in mind that it is the intention of the book to serve as an introduction to sex hygiene. It would be an exceptional public school that would have facilities to study reproductive processes, for instance, in the molds, the algae, the early stages of the moss, and in such animals as amoeba, worms, etc. Such a book put into the public schools inevitably means that it will be simply a reader, that the information will be inaccurate, because there are no clear concepts of the things discussed, and such method of procedure in a science subject is necessarily vicious. It is wise to approach sex hygiene by way of biology, and the simple reproductive processes of animals and plants can readily lead up to a knowledge of the matter in man, but such a detailed biological approach as presented here is not essential, and the book in the hands of an ordinary teacher must lead to a mere memorizing of unintelligible materials instead of natural inductions from the child's observations.

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*Farm Arithmetic.* By C. W. Burkett and Karl D. Swartzel. New York: Orange Judd Co., 1913. Pp. 280.

*Farm Arithmetic* is a most interesting attempt to relate the fundamentals of arithmetic to practical farm problems. The first-named author of the book is editor of an agricultural magazine; the second, a professor of mathematics in a state university. The book is not intended as an introduction to the principles of arithmetic, but as a text for the upper grades in the elementary schools, or as a supplement to any other text which may be used in these grades. It attempts to present the quantitative side of farm life, and to teach many facts of modern agriculture. The nature and arrangement of the topics and problems indicate that the book is designed primarily to teach agriculture by means of arithmetic, rather than to teach arithmetic. The pupils must know arithmetic fairly well in order to solve the problems presented.

The chapter headings are similar to those of an elementary text on agriculture; as, Plant Feeding, Animal Feeding, Human Feeding, Dairy Products, Soil, Field Crops, Farm Animals, Farm Mechanics, Forestry, etc. The Animal Feeding chapter may be taken as an illustration of the nature of the problems. A preliminary discussion of the source of food states what the foods are and gives the percentages of different substances which green pasture grass contains. Similar tables of contents of other foods are given. Upon these percentages the pupil is asked to calculate the amounts of different substances in given quantities of animal food, as one ton of green grass, or of clover hay, corn, or corn stover. The amounts of different kinds of food substances—protein, carbohydrate, and fat, etc.—needed in a properly balanced ration of different farm animals are then given. These are made the basis for calculations upon the amounts of feed necessary to maintain or to fatten different kinds of farm animals.

The book is full of most interesting and important information for agricultural communities. The problems should help greatly in fixing this information. As a source of profitable and concrete supplementary problems the book should find a wide use.

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*Moral Training in the School and Home.* A Manual for Teachers and Parents. By E. HERSHEY SNEATH and GEORGE HODGES. New York: Macmillan, 1913. Pp. 219. $0.80.

*The Golden Deed Book.* A School Reader. By E. HERSHEY SNEATH, GEORGE HODGES, and EDWARD LAWRENCE STEVENS. New York: Macmillan, 1913. Pp. 351.

The first of these two books discusses the moral training of children during the age period of the grades. The chief method advocated is the use of the story, and lists of stories for illustrating the virtues and duties of life are given. These lists will be valued by some who may be a little dismayed at the somewhat formidable number of virtues set down. The authors' remarks on the bodily, intellectual, social, political, aesthetic life are sensible and likely to be helpful.

The second of the two books contains a selection of stories for the eighth grade. Many of them are familiar classics, but some are new and tell of deeds which thrill even the grown-up reader. I think boys and girls will like them.

*The Moral Education of School Children.* By CHARLES KEEN TAYLOR. Philadelphia: C. K. & H. B. Taylor, 1913. Pp. 77. $0.75.

Part I contains some useful comments on the necessity of proper physical conditions in the school as a preliminary for any moral training. Part II gives lists of topics for discussion with children in elementary grades, with brief suggestions for